**K-5 ELA Lesson Plan**

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| **Teacher: Ms. C** | | **Grade: 5th** | | | **Date(s)**: Aug 27th |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task 1 Day 1** | | |
| **Essential Question(s): How do readers write in response to reading (reader’s notebook, graphic organizer, etc. before, during and after reading to deepen understanding?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Teacher**  Script for phone call  Trash and Treasure power point <http://www.slideshare.net/rrhobbie/trash-and-reasure>  Cornell Notes template  <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>  Article *Many trades assist rural colonial Virginians*  <http://www.history.org/Almanack/life/trades/traderural2.cfm>  **Student**  Cornell Notes template  Article *Many trades assist rural colonial Virginians* | | | | Summarize- to tell the main ideas, events, or facts in your own words  Purpose- the reason for which something is done  Task- culminating project with scoring guides that provide evidence that the standards have been met  Note taking- the practice of recording information captured from a source | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled   Shared   * Guided Practice * Independent | **Reading**  **Standards:** RI.5.2- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **I Can Statement(s):** I can take notes as I read to help understand the main idea and supporting details.    **Instructional Plan:**  APK: Start out with a Dr. phone call. Have a student read a written script of a phone call from a doctor. The first time the teacher will try and write down every word from the phone call. Explain to the students that you missed out on important information by writing down everything. The next time the teacher will write down only the important key words. Explain to students why it is important to write down only what is important.  Model  Show students the Trash and Treasure Powerpoint. Go through each slide and model how you will pick out the key points in each paragraph. Explain that the treasure words are words that will answer your research question.  <http://www.slideshare.net/rrhobbie/trash-and-reasure>  Explain to students that today we will be learning about taking notes effectively. I will introduce the Cornell Notes taking strategy. Draw out the layout for the students on the board and explain what will be placed in each section (key points, notes, and summary).  <http://coe.jmu.edu/learningtoolbox/cornellnotes.html>  Teacher will read the 1st paragraph of *Many trades assist rural colonial Virginians* and talk aloud to students while filing in keys words and notes on the Cornell template. Teacher will do the same for paragraph two.  <http://www.history.org/Almanack/life/trades/traderural2.cfm>  Guided  Teacher will read *Life of Rural Craftsman* to the class. Then allow the students to discuss with you the key words and notes they would use on their Cornell template.  Independent  Have students read *Specialized artisans lived in towns.* Have them take notes using the Cornell template | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   Independent | **Writing**  **Standards:** W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **I Can Statement(s):** I can gather relevant information and use my notes to write a summary.  **Instructional Plan:**  Model for students how to take their key points and notes from their previous Cornell notes and put them into a summary. Have students write a summary using their Cornell notes they took from the *Specialized artisans lived in towns* selection. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** SL.5.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and text, building on other’s ideas and expressing their own clearly.  **I Can Statement(s):** I can share what I have with another student on grade level topics and text.  **Instructional Plan:**  Have students share with a partner their keys points and notes they collected from the *Specialized artisans lived in towns selection*. Make sure they are discussing why they chose their keys points. | | | | |
| **Closing/Summarizing Strategy** | Have each student write about what they learned about taking notes. How does it help you remember information? Also have students write down what colonial trades they learned from note taking. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Provide students with a higher lexile level or grade level and have them complete the Cornell notes template. | | * During reading read the selection aloud to the students during independent practice. * Provide students with a complete model of the Cornell notes with the procedures listed * Provide students with a completed product of the Cornell notes * In a small group you can have a strong student peer dictate * Have students provide you with less number of key points on the Cornell Notes | | | * Observe students closely and be sensitive to students English Language proficiency levels. They may sound proficient, but they still need support in reading and writing. * ESL students may need guidance in how to keep their papers/handouts organized. Allow them to use folders with fastener instead of pocket folders or binders * Give students copies of teacher prepared notes. Novice ELL students can use drawings/ pictures in their notes * Provide instructions with clear and simple demonstrations/ visuals * Provide them with copies of the note taking format on the first day * To scaffold note taking students may be given some of the keys points from the section they will be responsible for. * Give them a copy of the sentence frames for summary provided in the unit plan |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Refer to closing/summarizing strategy | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*